

Kelly Miller Elementary

255 Kelly Miller Road
Winnsboro, South Carolina 29180

Grades	PK-6 Elementary School	
Enrollment	246 Students	
Principal	Raye O'Neal-Boyd	803-635-2961
Superintendent	Dr. Clarence E. Willie	803-635-4607
Board Chair	Mr. Robert Drake	803-635-3936

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	6	49	76	14

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Excellent	N/A
2003	Average	Good	Yes
2004	Average	Good	Yes
2005	Below Average	Below Average	Yes

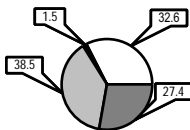
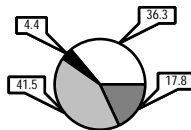
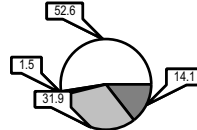
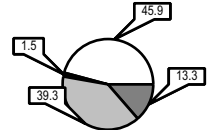
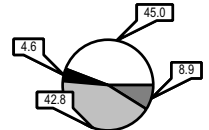
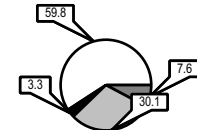
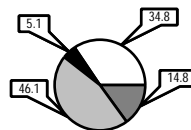
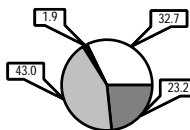
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	138	97.8	31.6	39.1	27.8	1.5	34.6	Yes	Yes
Gender									
Male	71	97.2	36.2	39.1	24.6	0.0	27.5		
Female	67	98.5	26.6	39.1	31.3	3.1	42.2		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	137	97.8	31.8	39.4	27.3	1.5	34.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	118	97.5	26.5	39.8	31.9	1.8	39.8		
Disabled	20	100.0	60.0	35.0	5.0	0.0	5.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	138	97.8	31.6	39.1	27.8	1.5	34.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	138	97.8	31.6	39.1	27.8	1.5	34.6		
Socio-Economic Status									
Subsidized meals	121	98.4	35.0	39.3	24.8	0.9	30.8	Yes	Yes
Full-pay meals	17	94.1	6.3	37.5	50.0	6.3	62.5		

Mathematics – State Performance Objective = 36.7%									
All Students	138	98.6	35.8	41.8	17.9	4.5	34.3	Yes	Yes
Gender									
Male	71	100.0	35.2	45.1	16.9	2.8	28.2		
Female	67	97.0	36.5	38.1	19.0	6.3	41.3		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	137	98.5	36.1	42.1	17.3	4.5	33.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	118	98.3	29.8	43.9	21.1	5.3	39.5		
Disabled	20	100.0	70.0	30.0	0.0	0.0	5.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	138	98.6	35.8	41.8	17.9	4.5	34.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	138	98.6	35.8	41.8	17.9	4.5	34.3		
Socio-Economic Status									
Subsidized meals	121	99.2	39.8	42.4	14.4	3.4	30.5	Yes	Yes
Full-pay meals	17	94.1	6.3	37.5	43.8	12.5	62.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	138	100.0	52.6	31.9	14.1	1.5	15.6
Gender							
Male	71	100.0	52.1	31.0	14.1	2.8	16.9
Female	67	100.0	53.1	32.8	14.1	0.0	14.1
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	137	100.0	53.0	32.1	14.2	0.7	14.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	118	100.0	48.7	33.0	16.5	1.7	18.3
Disabled	20	100.0	75.0	25.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	138	100.0	52.6	31.9	14.1	1.5	15.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	138	100.0	52.6	31.9	14.1	1.5	15.6
Socio-Economic Status							
Subsidized meals	121	100.0	55.5	30.3	13.4	0.8	14.3
Full-pay meals	17	100.0	31.3	43.8	18.8	6.3	25.0

Social Studies							
All Students	138	100.0	45.9	39.3	13.3	1.5	14.8
Gender							
Male	71	100.0	52.1	31.0	14.1	2.8	16.9
Female	67	100.0	39.1	48.4	12.5	0.0	12.5
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	137	100.0	46.3	39.6	12.7	1.5	14.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	118	100.0	43.5	39.1	15.7	1.7	17.4
Disabled	20	100.0	60.0	40.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	138	100.0	45.9	39.3	13.3	1.5	14.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	138	100.0	45.9	39.3	13.3	1.5	14.8
Socio-Economic Status							
Subsidized meals	121	100.0	50.4	39.5	8.4	1.7	10.1
Full-pay meals	17	100.0	12.5	37.5	50.0	0.0	50.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	41	95.1	15.4	35.9	46.2	2.6	48.7
	4	29	100.0	17.2	58.6	24.1	N/A	24.1
	5	33	97.0	50.0	46.9	3.1	N/A	3.1
	6	33	100.0	36.4	45.5	18.2	N/A	18.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	29	100.0	17.9	35.7	42.9	3.6	46.4
	4	44	97.7	23.3	39.5	37.2	0.0	37.2
	5	32	96.9	38.7	41.9	19.4	0.0	19.4
	6	33	97.0	48.4	38.7	9.7	3.2	12.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	41	95.1	20.5	43.6	33.3	2.6	35.9
	4	29	100.0	34.5	34.5	24.1	6.9	31.0
	5	33	97.0	46.9	50.0	3.1	N/A	3.1
	6	33	100.0	48.5	39.4	9.1	3.0	12.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	29	96.6	25.9	55.6	14.8	3.7	18.5
	4	44	97.7	34.9	23.3	32.6	9.3	41.9
	5	32	100.0	43.8	40.6	12.5	3.1	15.6
	6	33	100.0	37.5	56.3	6.3	0.0	6.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	29	100.0	32.1	39.3	28.6	0.0	28.6
	4	44	100.0	46.5	39.5	11.6	2.3	14.0
	5	32	100.0	71.9	12.5	12.5	3.1	15.6
	6	33	100.0	59.4	34.4	6.3	0.0	6.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	29	100.0	32.1	53.6	14.3	0.0	14.3
	4	44	100.0	23.3	48.8	23.3	4.7	27.9
	5	32	100.0	65.6	25.0	9.4	0.0	9.4
	6	33	100.0	68.8	28.1	3.1	0.0	3.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 246)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.0%	Up from 1.2%	3.9%	3.0%
Attendance rate	97.5%	Up from 96.8%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.8%	5.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 2.3%	4.9%	3.2%
Eligible for gifted and talented	11.8%	Up from 11.6%	5.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	1.4%	Down from 3.1%	7.8%	8.2%
Older than usual for grade	0.8%	Up from 0.0%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 21)				
Teachers with advanced degrees	52.4%	Down from 52.6%	50.0%	52.6%
Continuing contract teachers	47.6%	Down from 78.9%	76.9%	83.3%
Highly qualified teachers	89.5%	Up from 80.0%	92.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.4%	0.0%
Teachers returning from previous year	76.6%	Up from 74.8%	83.4%	87.0%
Teacher attendance rate	94.1%	Down from 95.5%	94.9%	95.0%
Average teacher salary	\$41,497	Up 1.5%	\$40,404	\$41,703
Prof. development days/teacher	15.7 days	Down from 31.4 days	13.3 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 17.6 to 1	16.6 to 1	18.8 to 1
Prime instructional time	87.8%	Down from 88.7%	88.9%	89.8%
Dollars spent per pupil*	\$8,706	Up 9.0%	\$7,237	\$6,242
Percent of expenditures for teacher salaries*	53.2%	Down from 58.5%	63.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.4%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	88.7%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Kelly Miller Elementary School is located in a rural community of Fairfield County. Our mission, in partnership with parents and community, challenges students to reach full academic achievement and social growth. We are committed to the educational challenges before us as we strive to meet our goals. We are proud to recognize continued student achievement. Our outstanding program is a direct result of the efforts of the dedicated and talented staff, the support from our community, and the hard work of our students.

The past school year at Kelly Miller Elementary was filled with a lot of hard work and excitement. The excitement came from the many successes of our students and teachers. We are proud of our role in preparing our youth to build towards their future. We have great expectations of our students and an overall goal of providing an educational foundation upon which our students can build their future.

Our school continued to celebrate achievements at the state, district, and school levels. We received our third Palmetto Silver Award and met all objectives on the No Child Left Behind Act to maintain Adequate Yearly Progress. Our dance students continued to provide excellent performances in the District's winter and spring arts festivals. All students in kindergarten through sixth grade were introduced to science process skills by participation in our annual science fair. Five students participated in the USC Region II Science Fair. Our students contributed generously to all community service projects.

Commitment to excellence is the goal of Kelly Miller Elementary School. To meet this commitment, we continuously assess and expand our current classroom strategies. Teachers have continued to align our curriculum to the state standards in science and social studies. Targeted staff development activities are essential for maintaining and improving quality education. Throughout the year, all teachers participated in staff development activities that provided strategies that addressed best practices in the classroom. Many teachers enrolled in college courses and computer classes to better serve our students.

An after-school program and a summer school program have provided extended instructional time to students with academic assistance plans. Students in kindergarten through second grade participated in the annual Science and Math Summer Institute which is designed to enrich the academic needs of students. Through innovative programs, Kelly Miller Elementary students are being exposed to the skills and high expectations demanded by new standards to ensure that the students acquire appropriate academic proficiencies that are needed to prepare them to transition successfully beyond our school community. At Kelly Miller Elementary, we value student success both in and out of the classrooms. Together, we are building a brighter future for our students and opening the door for continued progress.

Angela Russell, School Improvement Council
 Raye O'Neal Boyd, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	16	33	30
Percent satisfied with learning environment	75.0%	84.4%	75.9%
Percent satisfied with social and physical environment	81.3%	84.8%	80.0%
Percent satisfied with school-home relations	62.5%	87.9%	70.0%

*Only students at the highest elementary school grade level at this school and their parents were included.